

INTERNSHIP AT UNIVERSITY OF CORDOBA

INTERNSHIP FINAL REPORT

MELISSA ANDREA SALON PADILLA



UNIVERSIDAD DE CÓRDOBA

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

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ABSTRACT

This internship program is held by the Universidad de Córdoba in Monteria-Colombia. The purpose of this internship is to get experience of teaching English while having the opportunity to grow up in my professional and personal life. In addition, this internship helped me to improve my English and teaching skills enhancing my methodologies and values as a teacher.

The internship was held through the “Saber Pro- ICFES” program. The aim of this report is to evidence my process of learning, experience, and improvement, as well all the implemented pedagogies and methodologies; flip learning, remote teaching, E-learning, and Question-Answer relationship (QAR), that made possible this process to be carried out in a structured way since due to the COVID- 19 it was necessary to restructure the program in terms of the modality, design, and implementation of materials by implementing virtual educational tools. Additionally, all the gains, results, conclusions, recommendations, and limitations are deeply described in the following chapters.

ACKNOWLEDGEMENTS

At first, I would like to express my gratitude to the Almighty for his blessings and for enabling me to complete this report. A special thanks to the University of Cordoba and the Faculty of Education and Human sciences for making it possible for me to do this internship. Likewise, I would like to show my sincere gratitude to my supervisors who gave me this opportunity providing me their invaluable guidance, comments, and patience for successfully achieving my personal and professional goals during this internship.

I am also very thankful to my family, friends, and all those who indirectly guided and helped me during the preparation and accomplishment of this report for their encouragement to pursue my dreams and help me through any difficulties.

INTRODUCTION

I have always thought about learning a foreign language as a great opportunity for people. Zaim and Escobar (2011) stated that the benefits of learning a foreign language are superior and can improve many aspects of a person's life greatly. Whether it is for a career opportunity, a dream vacation, or personal growth, a foreign language is a fantastic asset. That is why I choose to be a teacher focusing especially on English Language Teaching (ESL) as for me, educators have always played an important role in the process of foreign language teaching since it is not easy to learn a language by ourselves. However, I have not had the experience of teaching English at all levels of education. Thus, I choose to do my internship at a university where I have the opportunity to practice teaching.

This internship has been one of the most important parts of my career since it is my first experience at teaching at a university and I aim to document this great experience in this report. Despite the fact that it has not been carried out through face to face classes, I tried my best to overcome all the encountered challenges. Besides, I have learned many strategies during this process, and how to adapt my knowledge to the new online teaching, planning, and learning formality. In this report, I will highlight some of this experience.

It was during the second semester of 2020 when I started my internship. For my internship, I had to look for relevant information based on the main subject “Saber Pro-ICFES” such as topics and strategies. In that sense, a diagnostic test was applied at the beginning of the course to have a clear picture of students learning needs around the test. Consequently, based on the results all the material was organized with useful information to

strengthen students' most required skill; reading, while encouraging them to use the acquired knowledge for academic purposes. Likewise, the same test was applied at the end of the course to see whether or not was an improvement of the students' needs.

The internship was conducted at Universidad de Córdoba located in Montería. I worked with several groups of around 20 to 55 students each. Due to the pandemic 2020, I had to design materials, asynchronous and synchronous guides. I also designed several lessons focused especially on remote instruction teaching. I worked on reading because this would be the most required skills for the Saber Pro exam. In this report, I will also discuss the strategies used to teach reading, methodologies used in the virtual sessions, and how I tried to implement the knowledge I gathered provided by advisors and on my own. In addition, the following chapters describe the pedagogical theories which present the key concepts of my internship, the methodology which shows the type of strategies adapted in my virtual lessons, and the conclusion and results of my internship.

1. PEDAGOGIES

The following section presents the most important concepts, pedagogies I used for teaching and designing the lessons, guides, materials and tests while doing my internship.

1.1. FLIP LEARNING:

When planning a class, it is very important how the teacher delivers content efficiently. Bishop and Verleger (2013) stated that a flipped classroom is an educational technique that consists of two important components: (1) the use of computer technologies, such as video lectures, and (2) the involvement of interactive learning activities. (as cited in Chen Hsieh, J. S., Wu, W. C, & Marek, M. W. 2017, p,3). In this sense, Flip instruction offers educators the opportunity to personalized lessons and students to access the content anytime they want which prevents barriers in the teaching-learning process.

Flipped learning frees instructional time, consequently allowing for more dynamic and interactive classroom learning experiences, as illustrated by the four components of the four pillars of the F-L-I-P model, i.e., flexible environment, learning culture, intentional content, and professional educator (Chen Hsieh, J. S., Wu, W. C, & Marek, M. W. 2017, p,3). This means that both the teacher and the student have the possibility to take advantage of the time available in class to develop exercises due to the flexibility the teacher can offer for the realization of activities and content study. Likewise, the teacher has available a variety of tools from the Internet to adapt them based on the class goals to capture the student's attention and avoid a lack of interest in the subjects. In other words, both the teacher and the student, due to the flexibility to carry out activities and study content at home, have the possibility to take advantage of the time available in class for the development of exercises.

In the process of language learning, constant use and practice of the language is necessary for the development of learner's skills. Bergmann & Sams (2012) explained that a flipped learning approach, a newly emerged teaching methodology, has the potential to address the constraints of EFL contexts. Flip learning allows more time for students to use English inside and outside the classroom because of the inverted learning process (as cited in Lee, G., & Wallace, A., 2018, p,2). In this regard, flip learning takes into consideration student's needs and provides them opportunities for an independent learning allowing them a constant use and practice of the language any time they want for the development of their skills at their own pace. Besides, it also offers the opportunity to get constant feedback from the teacher in the classes.

1.2. REMOTE TEACHING:

Recently, the education system was forced to make a big change, due to the coronavirus (COVID-19) many countries took the decision of following certain protocols to prevent its spread. Bozkurt and Sharma (2020) explain that efforts to stop the viral outbreak included working from homes, providing flexible working hours, or closing many institutions where people could infect one another with COVID19. Protocols to shut down buildings involved schools, universities and many other educational institutions (p,1).

In this regard, Schools, institutions, and universities decided to look for solutions about how to continue with the teaching processes and avoid losses for students. One of these solutions was to put emergency remote teaching into practice. Remote education is as a sudden interim shift of instructional delivery to an online delivery mode as a result of an immense catastrophe, in contrary to the online courses which are initially planned and designed to be delivered virtually (as cited in Mohammed, A., Khidhir, B., Nazeer, A., &

Vijayan, V. 2020). This means that educational institutions saw the need to seek for tools and strategies to maintain and achieve the curriculum objectives of face-to-face classes into a virtual modality to ensure some level of learning continuity of students while allowing them flexibility in their schedules.

Even though the use of technology, such as gamification, application, and devices, in language classes, is not new. Digital tools, social media, and virtual environments have been extensively used in facilitating language teaching and learning. (Amin, F. & Sundari, H. 2020, p,2). Nonetheless, remote teaching shows a new advance in education since previously it was not very common to find live online classes, but it was more common to deliver workshops or virtual activities through certain educational platforms. Now, this system allows teachers to implement a vast variety of tools, platforms or applications in classes. As a result, teachers needed to quickly learn and adapt their teaching and learning methodologies to this new situation.

1.3. E-LEARNING:

Currently, education has been in constant change since it has taken the initiative to implement new modalities for the benefit of society, electronic learning known as e-learning being one of them. Even though, in some countries e-learning is not a new topic, in Latin American countries it has been one of the most recent issues due to the great expansion of technologies around the world which has been implemented not just in educational institutions but also in companies. Area, M., & Adell, J. (2009) state that:

“E-Learning is a teaching-learning modality that consists of the design, implementation and evaluation of a course or training plan developed through

computer and can be defined as an education or training offered to individuals who are geographically dispersed or separated or who interact in delayed times of the teacher using computer and telecommunications resources.” (p.3)

In that sense, e-learning has been seen as a great opportunity to offer people of all ages the possibility to learn both remotely and in classrooms. Area, M., & Adell, J. (2009) explain that e-learning contributes to the improvement and innovation of teaching by facilitating students access to education and improvement in their learning process. Additionally, it offers learners the opportunity to overcome limitations produced by the difficulties to attend an institution in person since its flexibility in times and access to any resources and materials offered by the teacher at any time and from anywhere.

On the other hand, E-Learning does not have been implemented just for the benefits in teaching-learning but also due to economic gain. Green and Gilbert (1995) said the stated expectation is that the infusion or integration of new technologies into instruction will, at minimum maintain and ideally enhance student learning while significantly reducing instructional costs (p.1).

2. METHODOLOGY

The purpose of this chapter is to provide detailed information about the decision-making process regarding the methodologies I implemented during my internship. Besides, this section contains a better description of the decisions made for the design of the lessons and activities.

First of all, as a professional, I am a responsible, organized, passionate, and creative person eager to work and learn from all experiences. As a teacher, I always care about the learning of my students. That is why I am excited to share all my knowledge and give my best to them. Likewise, I aimed to encourage students to achieve their learning goals and provide them all the necessary tools to improve their reading skills.

I worked with several groups with different faculty students from Universidad de Córdoba. First of all, it is important to know that the university took the decision to implement this course due to the necessities they encountered regarding the results of the “Saber Pro – ICFES”. For instance, a diagnostic test was implemented with my groups of colleagues to obtain a clear picture of the students’ English level. In that sense, I decided the design of the lessons and materials and the use of English for the explanations in classes based on the results of the test, having in mind that not all the students had the same English proficiency and that the purpose was to prevent learning gaps.

On the other hand, as reading is the skill students require the most at the Saber Pro exam for increasing student's reading comprehension, I implemented the use of a reading strategy; the Question-Answer Relationship (QAR), for the design and organization of my activities and teaching materials to offer students relevant information that will help them to

identify features related to texts such as the structure, plot, author's point of view, characters, keywords, etc. for a better understanding of the text. Likewise, students are able to learn three essential comprehension strategies (Raphael. 1986):

- Locating information
- Determining text structures and how they convey information
- Determining when an inference is required.

According to Thuy and Huan (2018) QAR teaches students that when reading a text, they need to have into consideration some sources of information; previous knowledge acquired from their personal experience, and information provided by the text (p.3). In this regard, this method provides learners the opportunity to analyze texts from different perspectives which can help them to acquire and improve their reading skills.

Moreover, I applied the student-centered approach since for me this will have positive results in the teaching-learning process, as they are the most important part of this process. According to Wright (2011), student-centered learning shifts the power to the students, who construct their own knowledge with teacher assistance (as cited in Muganga, L. & Ssenkusu, P. 2019, p.2). In that sense, asynchronous and synchronous sessions were applied for facilitating students' self-study and promote teacher assessment to measure if students' learning was effective or not and provide any extra instruction to prevent gaps in learning for acquiring positive results at the end of the process.

Finally, I implemented a High-tech method for the designing of my classes and teaching material to fulfill students' learning needs while doing entertaining classes for learners not to lose interest during classes as I wanted them to understand the importance of the course for their professional development. According to Larson (2002) High-tech

delivery, enabled by the internet, is student-oriented, asynchronous communication, with the instructor acting as a guide (as cited in Kulchitsky, J. 2008, p.5). Likewise, Moreno (2006) stated that advanced instructional technologies promote deeper learning, regardless of the instructional method (p.1). This means that, for planning my lessons, technology was taken into account for engaging students in the class and taking advantage of all the materials offered by the internet to facilitate student learning. In that sense, I included the use of activities through Edmodo, videos, and exercises from different platforms for both asynchronous and synchronous lessons as I keep in mind the benefits students may obtain from these tools as they needed constant practice to apply the content studied and thus understand better any topic.

The following chart describes most of the activities carried out during this internship process:

TYPE OF ACTIVITY	DESCRIPTION
DIAGNOSTIC TEST	Allows the teacher to have a clear idea of the students' English level while the students have the opportunity to see what kind of questions they will face during the test.
ASYNCHRONOUS GUIDES	Provide students the content they might need to study and practice before each class.
SYNCHRONOUS CLASSES	Allows the teacher to provide extra information if it is needed. Likewise, Students have the opportunity to practice and clarify any doubt.
SYNCHRONOUS GUIDES	After each session students will have the opportunity to reinforce all the content studied during and before classes.
PLACEMENT TEST	Both teacher and students have the opportunity to see how their improvement was.

3. RESULTS AND FINDINGS

This internship was a rewarding experience for me since I was able to learn many essential things I will need in my professional life as a teacher.

First, I learned how to deal with the most challenging part of the internship which was the virtual modality. As it is known due to the pandemic, the educational system had to adapt quickly to the new situation to avoid losses for students. In that sense, as this was my first time teaching online, I learned how to use and implement many online tools as the intention was to prevent tedious classes and make learning easier, effective, and enjoyable for students. Likewise, this experience was an opportunity to put into practice my knowledge and use my teaching skills for planning and adapting my lessons, activities, materials, and strategies to the new virtual modality.

As I only had had experience teaching children and adolescents before, I was able to learn how to deal with adults and maintain a positive professional relationship with them which gave me at the same time the opportunity to understand in-depth how students felt in terms of the content, activities, and teaching of the classes. Moreover, being in the teaching-learning context gave me the possibility to understand how to be immersed in the role of a teacher, which at the same time opened my mind regarding all the duties, challenges, dilemmas, and opportunities a teacher can experiment with.

Otherwise, despite the experience I acquired from the preparation and delivery of my classes, whether positive or negative, such as the finding of a good amount of material or student's demotivation, I was able to find out my essence as a teacher and now I have a clear idea about what kind of teacher I want to be since I understood what teaching style do I have,

how I prefer to carry out and organize my classes and what type of strategies favor me the most considering students' needs, skills and so on.

At the beginning of my internship for the preparation of the content for the lessons and activities, first, I designed asynchronous and synchronous guides based on strategies and content that would help students to develop their reading skills as this is the most required for the exam. Referring to the asynchronous guides I designed, they were simple and contained videos with short explanations and a variety of exercises to enable students' self-study before each class (appendix 1). Likewise, after classes, I implemented some synchronous guides which were planned specifically for students to put into practice all the content studied by themselves and in class.

For the design of the lessons, I followed the Question-Answer Relationship (QAR) since the content was divided with the purpose to offer students useful strategies and information to use and apply both in the saber pro exam and in their professional life. In that sense, the topics were given from the most general to the most specific, this means that each topic was connected to each other in order to have a better understanding at the end of the course.





ASYNCHRONOUS GUIDE N° 1

Teacher	Melissa Salom
Objective	To use Cognates as a vocabulary strategy
Time	1 hour

COGNATES

1. Ve al siguiente link : <https://www.youtube.com/watch?v=drQ1i-sdc68> y mira el video sobre el tema COGNATES.]

A continuación, realiza las siguientes actividades sobre el tema para ponerlo en práctica.

RECUERDA SI NO ENTIENDAS ALGUNA PALABRA PARA MEJOR COMPRENSIÓN PUEDES BUSCAR SU DEFINICIÓN EN EL DICCIONARIO.

Exercise 1.

Lee la siguiente lectura, y subraya las palabras que creas que son "cognates".

I. Instructions: Read this paragraph and underline the word that you think are cognates.

My name is Adrian Garcia. I had born in September 4, 2005. My family is from Puerto Rico. I am seven years old. I like go to the supermarket with my mother. I like to eat bananas.

This week I celebrate my birthday. My favorite color is blue. My party is decorated with blue balloons.

(Appendix 1)



SYNCHRONOUS GUIDE N° 1

Teacher	Melissa Salom
Objective	To identify main ideas and supporting details in a paragraph To use Cognates as a vocabulary strategy
Time	2 hours

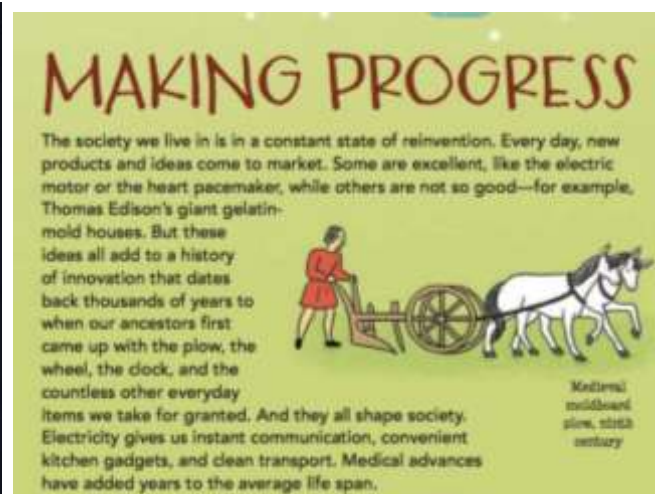
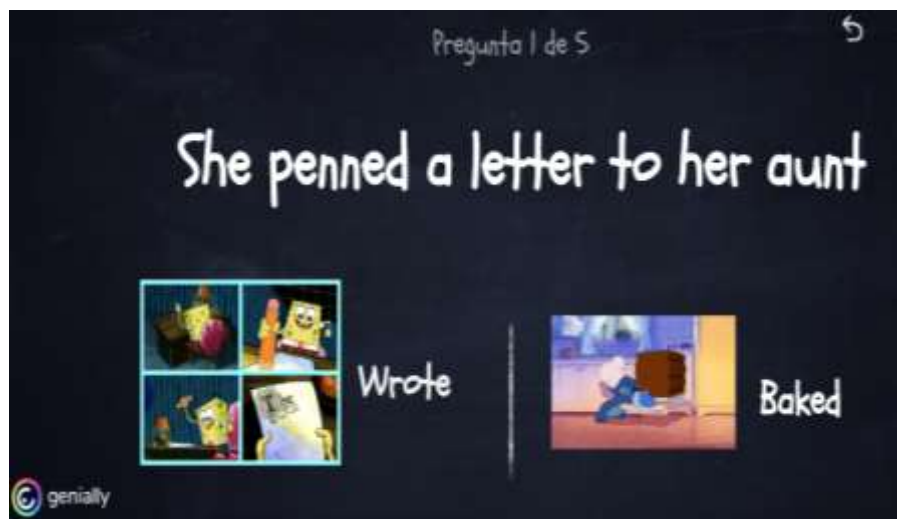
Exercise 1.

A continuación, encontraras algunas oraciones en las cuales deberás identificar los COGNATES.

Ten en cuenta que puedes escoger más de uno en algunas oraciones

1. This road is a real danger.
A. Real
B. Is
C. Danger
2. This is very serious issue.
A. Serious
B. Issue
C. Very
3. Jupiter is the biggest planet of the Universe
A. Jupiter
B. Planet

Even though due to the Covid-19 face-to-face classes were replaced by remote teaching, the purpose of the lessons was not to deliver just classes but to offer students a better learning opportunity. In that sense, the most difficult part during this internship was to deal with students' motivation, that is why, I implemented the use of videos, flashcards, and gamification activities, in order to make the learning guides and classes more visual and enjoyable to prevent boring classes as I wanted students to be engaged in my classes (appendix 2).



(Appendix 2)

Even though I tried my best to create interactive classes It was difficult to make students participate, that is why, I decided to make use of the chat box (appendix 3). In that sense, the classes were organized in two parts. First, there was a reinforcement of the topic to prevent learning gaps and after the explanation of each part of the content, some examples and exercises were provided to increase students' participation (appendix 4). For instance, after some classes, I provide students the opportunity to participate via message which

showed positive result since they began to interact more demonstrating their interest and understanding of the topic.

ENGLISH SABER PRO V 2-5PM X

Personas (11)

Chat

15:07

A

15:07

A

15:07

la respuesta es la C

GANE

JAJAAJ

15:08

😊😊

ENGLISH SABER PRO X

Personas (8)

Chat

Buenos días

8:12

Noun?

8:16

Adjectives

8:39

Writing

Traveling

8:43

Se me acaban los datos :(

8:44

To go?

8:45

Fishing

ENGLISH SABER PRO V 2-5PM X

Personas (11)

Chat

Jugador?

15:05

Jugador

15:05

como cual

15:06

jjaaja

d

15:06

Que no era un buen jugador?

15:06

pistas

15:06

00:01:50.637,00:01:53.637 wrote

00:01:51.700,00:01:54.700 wrote

00:02:34.311,00:02:37.311 mouse

00:02:49.157,00:02:52.157 Little

00:03:19.180,00:03:18.180 small

00:03:19.424,00:03:22.424 Small

00:03:27.653,00:03:30.653 Small

00:03:44.506,00:03:47.506 Dinner

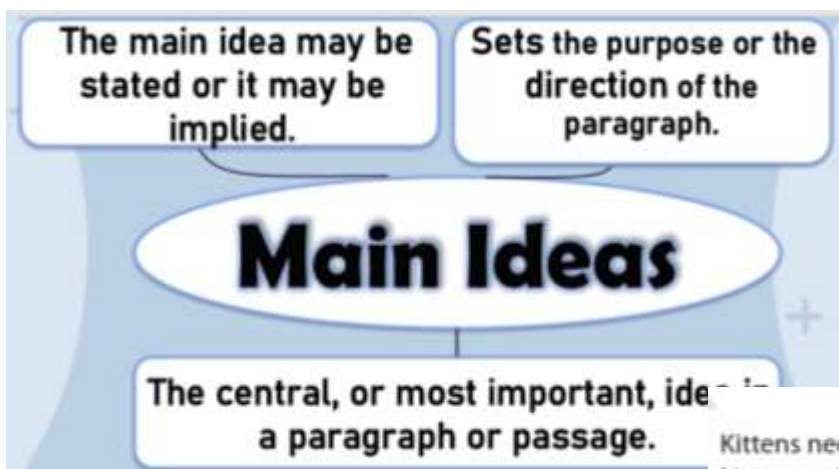
00:03:49.323,00:03:52.323 dinner

00:03:50.292,00:03:53.292 Dinner

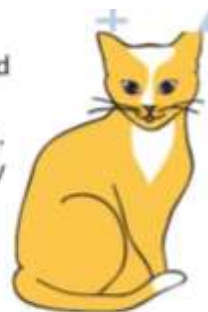
00:03:55.417,00:03:58.417 Dance

00:03:56.674,00:03:59.674 Dinner

(Appendix 3)



Kittens need special care. You have to feed kittens twice a day. They have a lot of energy. You need to play with them often. Kittens will chew on almost anything they find. You have to watch them closely.



What is the main idea?

1. Kittens will chew on almost anything.
2. Kittens need special care.



My Artistic Adventure

When I was a child in Ireland, I went to bed late, and I could not sleep past six. One morning, I found a Spanish television show with a French man who was painting a beautiful countryside with oil paints.



Right then, I began watching this show. With his quiet voice he explained his natural way of painting, and he quickly made trees and rivers, simply by moving his hand across the paper. He made it look simple and easy, so I thought I could do it by myself.

Every Sunday morning, I would try to paint what he was painting on the screen, but I needed oil paints to make my paintings as beautiful as his. I could not buy oil paints; I was only seven, and my parents would not buy them for me. Then I decided to use my mother's cosmetics and paper for my painting. I was ready to paint my first picture.

After my mum saw what I did with her things, I was told I could not paint again. This put an end to my idea of using food the next time to make a picture. After a while, I stopped watching the French painter. It was difficult for me to simply watch him when I was unable to paint my own pictures.

1. When she was seven, she slept

- A. for some hours.
- B. very well.
- C. a lot.

2. Where was the painter from?

- A. Ireland
- B. Spain
- C. France

3. She was mostly excited by the

- A. painter's ability.
- B. painter's voice.
- C. painter's show

4. How often did she watch the show?

- A. three times a week
- B. once a week
- C. twice a week

5. She could not get oil paints because she

- A. didn't speak Spanish.
- B. was too young.
- C. always watched TV.

6. Stopping painting was

- A. The painter's idea.
- B. Her mother's order.
- C. her own decision.

(Appendix 4)

On the other hand, motivation and participation were not the only problems since I also faced difficulties with the students' attendance due to most of them presenting problems with their internet connection or technological devices. In that sense, I implemented the use of the platform "EDMODO" to provide students another possibility to practice and acquire extra information based on the different kinds of questions they would encounter in the saber pro exam (appendix 5). Unfortunately, students did not respond to this option, perhaps, because for them it was not a relevant activity since they already have their learning guides.



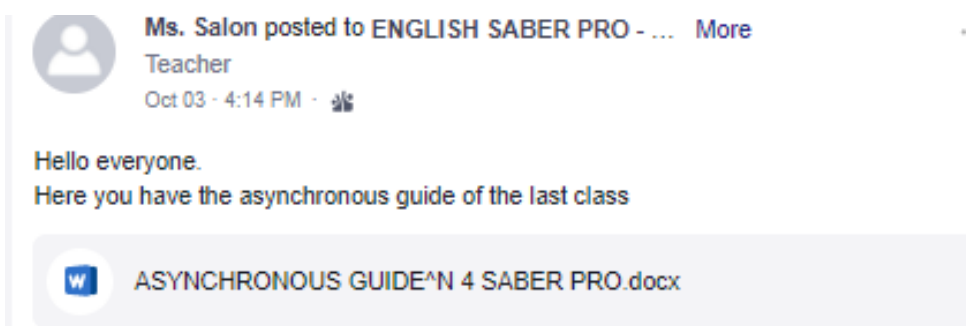
Question 1
10 points

Previous Next

Here you will find some vocabulary about family and friends.
Match the correct word for each description

Drag and drop answer choices to their matching answer.

This is the name of your mother's sister.	<input type="text"/>	Brother
This is what you call your mom's mother.	<input type="text"/>	Sister
This is what you call your sister's son.	<input type="text"/>	Nephew
That is what your mom calls your dad.	<input type="text"/>	Coworker
This is how you call your mom's son.	<input type="text"/>	Aunt
This is another way to call your mom.	<input type="text"/>	Mother in law
		Neighbor.



Question 1

1 point

Where do you come from?

☐ A. England

☐ B. Home

☐ C. The park

STUDENTS (6)

Question 2

1 point

We will see you later?

☐ A. Could you?

☐ B. Should you?

☐ C. Will you?

¿Dónde puede ver estos avisos?

- 1 attachment -

Lunch for teachers
from 12:00 to 1:00 p.m.

☐ A. At school

☐ B. On the street

☐ C. In a flat

(Appendix 5)

As a result, I learned to be aware of the participation and attitudes of my students since they were the most essential part of this internship. In that sense, after each class, I analyzed their participation, comments, and responses. The observation of these features gave me an overview of students' perception about the course, I could say that the majority of them considered the course significant since these components are important for the performance of the Saber Pro exam and their professional life.

4. CONCLUSION AND RECOMMENDATIONS

I had to say this was a significant experience for me. As a professional, it helped me to enhance my confidence in my way of teaching and interacting with students. In the beginning, it was difficult for me to express myself. As a teacher, I did not want to show either a too friendly or authoritative image. In that sense after a while, I began to feel more comfortable and to express better creating a balance in my actions while setting my role as a teacher which helped me to build a nice environment.

Moreover, even though we were still not accustomed to the virtual teaching-learning environment and that I presented some dilemmas as to which online tools implement since It was a little bit difficult to find some with simple access, engaging, and without a great cost of use. I was able to deal with them and at the same time to learn how to modify the material when necessary and how to use and implement all the tools for each class. As a result, I learned that I should always have a plan B since I would never know what kind of difficulties I may encounter in class.

I could say students showed a positive attitude towards classes. Although there was not recurrent interaction, they demonstrated interest and understanding of the topic and classes through the participation and realization of the activities no matter the time or the encountered challenges. Furthermore, despite the course not being too long students always showed their gratitude at the end of each session which was rewarding for me since these pieces of evidence let me know that my effort was worth it and I was doing a good job. Besides, I know there is still a long way of learning in my professional life, I know I will

learn from my students and all the experiences I will have from different contexts and situations.

Finally, I recommend to future interns to diagnose students at the beginning of the course to get detailed information about their learning needs and English level for a better organization of the content and materials. Likewise, it is good to always keep in mind the variety of pedagogies that can be implemented for the benefit of students' learning no matter if the classes are given either in the face-to-face or virtual modality. Furthermore, I recommend always being open-minded for the planning of their classes since as teachers we do not know what kind of situations we may encounter in our professional lives since we not always are going to teach in the same context, have the best technological devices or a great number of materials. In that sense, I advise them not to lose their essence as teachers, to always have the best attitude, and to share all the knowledge they can with passion and love since teaching and learning a second language do not only have to do with the content but also with the attitude and the motivation we have.

5. LIMITATIONS

As it is known, the world has been affected due to covid-19, this pandemic led us to seek solutions to prevent its spread and at the same time for continuing with our normal lives. In that sense, the education system was one of the most affected parts which had to look for possible solutions and implement them to continue offering learning opportunities to students from home. That is why during this internship not being able to have face-to-face classes was the main limitation I had. As we know, interaction is a fundamental part at the time of teaching since as teachers it allows us to do endless things while being aware of any problem related to the learning process, students' feelings and so on. However, Virtuality does not offer a hundred percent of that convenience, as students may not feel comfortable turning on their cameras or using their microphones.

On the other hand, another limitation I faced was the finding of applications, webpages, and digital tools that met the needs of the learners and the course since not all of them were simply access or low-cost. Furthermore, the purpose was to encourage participation but as not all the students had the best internet and presented difficulties with their devices for access to these kinds of tools the poor selection of the tools could turn to be the main cause for students not to be engaged and motivated during the class.

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